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ABSTRACT

This planning guide, reflecting recent changes in the educational system in Ireland, offers guidelines for designing primary schools that need to provide additional space for the growing range of teaching and support services. It addresses increased sizes of general purpose rooms, extra floor area provision for classroom storage, administration, etc. in addition to space provisions for special tuition, home school liaison, resource teaching, and speech and language, including facilities for information technology. Concluding sections address the boiler house, circulation and social space, hardplay areas, ballcourt and pitches, car parking and set-down/pick-up areas, and site area and boundaries. (GR)

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PLANNING GUIDELINES FOR PRIMARY SCHOOLS
Issue 1
January 1st 2000

AN ROINN OIDEACHAIS AGUS EOLAÍOCHTA | DEPARTMENT OF EDUCATION AND SCIENCE

PLANNING AND BUILDING UNIT
DEPARTMENT OF EDUCATION & SCIENCE

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PLANNING GUIDELINES

FOR

PRIMARY SCHOOLS

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INTRODUCTION

These revised Planning Guidelines for National Schools replace the National Schools Planning Data last published in 1985.

The Guidelines reflect many of the recent changes in the educational system in Ireland, changes that have placed greater demands on schools for additional space to provide for a growing range of teaching and support services. Increased sizes of General Purpose Rooms, extra floor area provision for Classroom Storage, Administration, etc. are addressed for the first time. Space provision for Special Tuition, Home School Liaison, Resource Teaching, Speech & Language, etc., are all dealt with in this document. Guidance is also provided in relation to facilities for Information Technology.

These guidelines will apply to schools where a decision to commence architectural planning has been confirmed in writing by the Planning & Building Unit. They are not cast in stone; they are intended as guidance to assist in the planning of a proper response to the educational needs of the particular school.

Where it is proposed to construct a new school these guidelines should be applied in full. In the case of existing school buildings where it is proposed to extend, convert, or renovate them, a flexible pragmatic approach will be required. It may not be possible in all cases to provide the full range of accommodation or floor area appropriate to the size of school, for example where sufficient development space is not available on the site. Where the relocation of a school to a new building on a greenfield site is proposed, it will only be considered as a last resort by the Department after all options have been fully considered and analysed in detail.

In applying these guidelines to projects, Clients and Design Teams will be obliged to comply in full with the Design Team Procedures and other guidance issued by the Department.

In all instances, the Department of Education & Science shall have the final say in the application of these Guidelines to projects where grant-aid is to be sanctioned. In all cases the schedule of accommodation will be issued to the School Authority, for their written acceptance. Detailed architectural planning should not commence until such time as the Department has agreed in writing the educational, architectural, building services engineering and economic parameters of the project.

Finally, these guidelines will apply to national schools from one to sixteen Classrooms inclusive. For schools of seventeen Classrooms and over the

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Planning & Building Unit will determine the brief on a project specific basis. The Guidelines will be modified and updated on an ongoing basis, as needs change. Similar guidelines are currently being developed for special schools.

For further advice on these or any other matter, please contact:

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DESIGN PHILOSOPHY

GUIDANCE NOTES

A.1 Although each individual school design will vary due to the specific site, the educational brief and the ethos of the school, the Design Team's primary aim must be to provide the quality and character of environment appropriate to the educational aims of the school. The school should be a suitable space for intellectual, creative, physical and social activity. The school should be lively and welcoming, a place that the pupils will make their own with an atmosphere and sense of scale that is not over-powering or impersonal.

A.2 The planning of the school should be seen not merely as a grouping of rooms listed in the schedule of accommodation but as a complex of spaces permitting the optimum degree of variety in use. The need is for a building that can accommodate that variety of activities, a school that will stimulate experiment will support and encourage interest in the pupils.

A.3 It is important that the school be flexible and capable of future expansion. The design of the school should allow for future change and the possible addition of further accommodation. The possibility of expansion should be considered when determining the organisation and layout of the school so that it can still operate effectively if the school grows in size.

A.4 The proposed new school should create an effective filter between its occupants and the external environment and should be designed to a high standard of physical performance combined with economy and efficiency of means.

A.5 The different functions of the Design Team should be integrated, combining Architectural Planning and Design, Structure, Building Services Engineering and Cost Efficiency to create a well designed cost effective, durable, low maintenance building. It should be possible to repair or replace components of the building such as fittings, finishes and services with minimum disruption and cost when necessary.

A.6 *To achieve this it is essential that all disciplines within the Design Team work together from the beginning of the project and that the design is collaboration by all the Design Team members.* All participants in the design must contribute towards a common and comprehensive view of long and short-term needs of the school. All must agree at the inception of the project to the integration of the design factors for which they would normally be individually and separately responsible. *This procedure should lead to a planned distribution of elemental costs within the overall cost target.*

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THE BUILDING ENVIRONMENT

GUIDANCE NOTES

B.1 All teaching spaces and habitable rooms should have natural daylight as the primary source of light, and have natural ventilation. Artificial lighting shall be used to supplement the available daylight and be controllable.

B.2 The geometry and distribution of glazed areas should be carefully designed to provide a high level of natural light while avoiding glare. All teaching areas and habitable rooms should have a view of the outside environment.

B.3 Thermal insulation standards should not only meet or exceed the current Building Regulation standards, but should also be considered in the context of the balance of heat loss and gain so as to minimise the running costs of the school.

B.4 The use of passive energy measures to achieve a comfortable internal environment should be employed where possible. The form of the building should be developed to take account of the need to minimise energy consumption with particular emphasis on maximising the use of natural ventilation and daylighting, and minimising heat losses.

B.5 Ventilation where possible should be natural ventilation by means of permanent ventilation and windows with opening sections. In determining the way in which a room is ventilated the Design Team should also consider acoustic factors, maintenance factors and running costs.

B.6 Toilets should be ventilated by natural permanent ventilation means. A permanent natural vent to the exterior, either directly or ducted should be provided in addition to any openable window. Toilets should be mechanically ventilated if adequate ventilation cannot be achieved by natural means.

B.7 Noise producing and noise sensitive spaces should be located, designed and detailed so as to minimise noise interference between them. Notwithstanding the above comments, and bearing in mind that a school should be designed in a flexible manner to permit future change, a minimum noise reduction of 43 dB is required between teaching spaces, and between teaching spaces and other noise generating areas. A 225 wide solid block wall between such spaces provides adequate sound deadening.

B.8 Acoustic privacy & security is needed in areas such as interview rooms where matters of a confidential nature may be discussed.

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B.9 Materials should be selected and designed to ensure that the building and all components of the building are durable and low maintenance.

B.10 Central Plant areas should be located so as to provide for economic distribution of services. Boiler plant room and switchrooms should not be located at the outer extremities of the building or as an annex.

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PHYSICAL DESIGN PARAMETERS

GUIDANCE NOTES

C.1 The width to length ratio for teaching spaces should permit comfortable usage and permit flexible use of the space.

C.2 Corridor should be a minimum of 1800mm clear in width. The 1800mm clear width applies from the face of any storage/lockers etc. in the corridors.

C.3 Social areas and circulation areas of increased width should be considered to allow congregation of pupils without causing circulation bottlenecks.

C.4 Ceiling heights should be considered in the context of the size and function of the space and should take into account the physical environment within that space. A minimum finished floor to ceiling height of 3.150m should be provided in all Classrooms, corridors, and administrative areas. In larger rooms such as assembly areas the height should be in proportion to the size and take into account the function and any specialist requirements such as ventilation

C.5 The Planning & Building Unit will issue an accommodation brief to the school for their acceptance. It will contain an overall area limit to be measured from the internal face of the external walls. The overall area limit includes the area for all internal walls, partitions, etc.

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ACCESS FOR ALL

GUIDANCE NOTES

D.1 All new school buildings and new extensions should be designed so as to provide equal access for all. Persons with varying ranges of ability should not be disadvantaged by design limitations. Full access for the various ranges of ability should be provided in all new building works.

D.2 As part of the design process the Design Team should examine existing buildings for accessibility where it is proposed to extend, convert, or renovate them to make proposals for improvements where necessary to the Department at the initial design stages.

D.3 Where design proposals involve buildings of two or more storeys and providing that:

- The floor area is below the recommended floor area requiring the provision of a lift set down in the Technical Guidance Document to Part M of the Building Regulations, and
- The same range of accommodation for all building users is available at ground floor level,

a lift will not normally be required.

D.4 Where a lift and suitable fire escape refuges are to be provided and funded by the Department, the Design Team shall consult with the Planning & Building Unit regarding specific advice on lift types etc.

D.5 Best practice Guidelines on accessibility are available from a wide variety of sources. The National Rehabilitation Board publishes and advises on an ongoing basis on matters of accessibility and good design. Best practice Guidelines on accessibility by all should be applied by designers and building managers to all building projects.

D.6 Where small changes of level within the building are unavoidable ramps in accordance with the Building Regulations Guidance Documents and the National Rehabilitation Board guidelines may be permitted.

D.7 The matter of suitable sanitary facilities is dealt with in Section 8 of this document.

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EXTERNAL CIRCULATION & THE SCHOOL ENTRANCE

GUIDANCE NOTES

E.1 The entrance to the site should be prominent and easy to find.

E.2 The name of the school shall be clearly displayed in a prominent position externally and close to the main entrance. It should be included in the project cost.

E.3 Provision should be made for access for all from the car-parking area. This access should be an integral part of the design and should not require a person with a reduced level of ability to take a separate route from those with normal ability to gain entrance to the main/visitor entrance, the staff entrance or the pupil entrance.

E.4 Where a suitable drop-off point for pupils from buses and cars is not available within a reasonable distance, provision for a lay-by to facilitate buses and/or cars should be made. This lay-by should not be located within the schools grounds and arrangements should be made if necessary to cede the appropriate land to the Local Authority. Provision of turning circles and drop-off points on-site should be avoided.

E.5 The school building should be located near to the main site entrance and clearly visible from that entrance. The main/visitors entrance to the School should be clearly visible for pedestrians entering the site and should be both visible and accessible from the car-parking area.

E.6 Roads and vehicular access on-site should be kept to a minimum while ensuring ease of parking and access to the main school entrance doors. Where it is unavoidable there should be a clear physical distinction between pedestrian paths and vehicular traffic on site at all times to ensure adequate safety.

E.7 Car parking should be provided in the ratio of one space per permanent approved teacher. At least one car-parking space should be reserved for wheelchair users in addition to the one space per teacher, and the number of reserved wheel-chair accessible spaces should be in accordance with the Building Regulations and the current National Rehabilitation Board guidelines.

E.8 Car parking should be designed to utilise as far as possible existing site access roads or in a new school the access road to the main entrance. Car-parking spaces should be designed in a cost-effective manner.

E.9 Car parking should be located adjacent to the Staff and Visitor entrances to the School. If a separate staff entrance is provided, the location of this

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access should be convenient to the car park. Separate car parks for staff and visitors are not recommended.

E.10 The external yard and the boiler-house should be located so as to minimise external vehicular circulation.

E.11 Provision of parking for bicycles, if deemed appropriate should be easily and safely accessible from the student entrance to the site and such bicycle parking should be adjacent to the main student entrance. The cost of bicycle parking, if provided, is part of the External Works Allowance.

E.12 If a draught lobby is to be provided at the main or other entrances to the building, heating should not be provided in the lobby and the finishes should reflect its function.

E.13 Radiators within the entrance hall areas should not be located adjacent to external doors.

E.14 At the entrance point used by staff to open and close the building, an external light with delayed switch-off should be provided in the interests of safety.

E.15 Consideration should be given to the installation of site lighting for the school. The design level should reflect the school's location and use of the building outside of normal school hours.

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THE CLASSROOM & CLASS STORAGE

1.00 AREA LIMITS

CLASSROOM

1.01 *The area of each Classroom shall be 76m² minimum, made up of 70m² for teaching and wet play area and 6m² for 2 toilet cubicles.*

1.02 *For one & two Classroom schools, one Classroom shall be increased to 91m² inclusive of 6m² toilet cubicles, which shall act as a combined Classroom/General Purpose Room.*

STORAGE

1.03 *A floor area of 7.5m² per Classroom shall be designated as Storage. In existing school buildings without Classroom Storage, and where there is no suitable adjacent spaces which can be designated as Storage, additional Storage may be allocated subject to a maximum area of 7.5m² per Classroom or 35m² total area, whichever is the lesser.*

GUIDANCE NOTES

1.04 Each Classroom shall have a wet play area. The area should be used for hanging coats, sand and water play, painting, etc. A lockable undersink press is required. A suitable non-slip easy clean floor finish should be used. In designing the Classroom the function and class group which will use the room should be taken into account in conjunction with the school authority

1.05 The Classroom Store should be fitted out with floor to ceiling shelving with a provision for height adjustment between shelves. The layout should permit the storage of a mobile trolley after class. A secure door and frame should be provided, with adequate natural ventilation and heat if required and only in line with provisions identified in Section 9 on Storage. The manner in which this Storage is allocated either in the form of individual Classroom stores or a dedicated Storage Area is to be agreed with the Planning Unit before architectural planning commences.

1.06 In designing the Classroom, due consideration should be given to the room furniture layout so that a number of flexible layout options are available for consideration and discussion with the School Management.

1.07 The height and design of fixed furniture in the wet play area should take the age range of the child into account.

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1.08 The orientation of Classrooms and their location relative to the development of the external environment must be considered by the Design Team in the planning of the building.

1.09 A floor to ceiling height of 3.150m is desirable, taking into account an even distribution of natural light and natural ventilation across the whole floor area of the room.

1.10 Windows should be double glazed, easy to clean and maintain, and have permanent ventilation louvres in addition to high and low level opening sashes. Vents should contain baffles for noise, wind and rain. Permanent vents and opening sashes should exceed the current guidelines set out in the Technical Guidance Documents to the Building Regulations, and should be designed to suit the class environment having regard to the high levels of humidity generally in Classrooms.

1.11 The position and size of opening window sashes must take ease of operation into account and maintain an adequate level of safety, i.e. avoid sashes opening dangerously over adjacent paths at ground floor level; use restrictors where necessary, etc.

1.12 Doors should be easy to open and close. Care should be taken in the design of the door; frame, and opening mechanism to eliminate injury to fingers etc, and adequate vision panels for small children should be considered.

1.13 Natural daylighting should be exploited when designing rooms to minimise the dependence on artificial lighting. Glare must be avoided.

1.14 The positions of chalkboards; white and green boards, and pinboards should be determined at design stage and the location of surface mounted services should not conflict with the position of these boards.

1.15 Conduit ways for future computer networking should be provided on the basis of one point adjacent to each electrical twin socket. These outlets should not be grouped.

1.16 Each Classroom shall be provided with a public address talkback unit in schools with 12 or more approved teaching spaces.

1.17 Radiators shall be provided to ensure an even distribution of heating throughout the Classroom.

1.18 Each Classroom shall be provided with four twin sockets individually located for safe connection.

1.19 Lighting provision within each room shall be functional with switching provision allowing for separate control of perimeter lighting, wet areas and toilet en-suites. Recessed & suspended light fittings should be avoided.

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1.20 A fire defence provision shall be provided in the form of a hand held extinguisher of a size and type suitable for use within the space. If required a fire blanket should also be provided.

1.21 Mains drinking water should be provided at the Classroom sink. It should be clearly labelled as drinking water. Cold water from the central storage tank and hot water, preferably from a central source, should be provided to all wash hand basins. Suitable anti-scald measures should be fitted to all hot water supplies.

1.22 A conduit system for T.V/Audio with draw wires shall be provided. The outlet boxes should be complete with cover plates including jack outlets. Where a piped system is available locally, provision should be made for future connection.

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THE LIBRARY/GENERAL RESOURCE AREA

2.00 AREA LIMITS

LIBRARY/GENERAL RESOURCE AREA

2.01 *In one Classroom schools, the Library/General Resource area is included as part of the Classroom area and the Multi-Purpose Room.*

2.02 *In two to four Classroom schools inclusive, a Library/General Resource area of 20m² shall be provided.*

2.03 *In five to seven Classroom schools inclusive a Library/General Resource area of 35m² shall be provided.*

2.04 *In schools of eight to sixteen Classrooms inclusive, a Library/General Resource area of 70m² shall be provided, either as one room or as two rooms of 35m².*

2.05 *In schools of seventeen Classrooms and over please refer to the Planning and Building Unit for guidance.*

STORAGE

2.06 *A floor area of 7.5m² shall be designated as Storage for a 20m² and 35m² Library/General Resource Area.*

2.06 *A floor area of 15m² shall be designated as Storage for a 70m² Library/General Resource Area.*

GUIDANCE NOTES

2.07 The Store should be fitted out with floor to ceiling shelving with a provision for height adjustment between shelves. The layout should permit the storage of a mobile trolley after class. A secure door and frame should be provided, together with adequate natural ventilation and heat.

2.08 When designing the Library/General Resource Area, due consideration should be given to the room furniture layout so that a number of flexible

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layout options are available for consideration and discussion with the School Management.

2.09 The orientation of the Library/General Resource Area, and its location relative to the distribution of Classrooms must be considered by the Design Team in the planning of the building.

2.10 A floor to ceiling height of 3.150m is desirable, taking into account an even distribution of natural light and natural ventilation across the whole floor area of the room.

2.11 Windows should be double glazed, easy to clean and maintain, and have permanent ventilation louvres in addition to high and low level opening sashes. Vents should contain baffles for noise, wind and rain. Permanent vents and opening sashes should exceed the current guidelines set out in the Technical Guidance Documents to the Building Regulations, and should be designed to suit the class environment having regard to the high levels of humidity generally.

2.12 Natural daylighting should be exploited when designing rooms to minimise the dependence on artificial lighting. Glare must be avoided.

2.13 The position and size of opening window sashes must take ease of operation into account and maintain an adequate level of safety, i.e. sashes opening dangerously over adjacent paths at ground floor level; use restrictors where necessary, etc.

2.14 Doors should be easy to open and close. Care should be taken in the design of the door; frame, and opening mechanism to eliminate injury to fingers etc, and adequate vision panels for small children should be considered.

2.15 The positions of chalkboards; white and green boards, and pinboards should be determined at design stage and the location of surface mounted services should not conflict with the position of these boards.

2.16 Each Library & General Resource Area shall be provided with a public address talkback unit in schools with 12 or more approved teaching spaces.

2.17 A two compartment trunking system shall be provided on the perimeter walls and should include for eight twin sockets and future computer networking for a 20m² room, twelve twin sockets and future computer networking for a 35m² room, and twenty four sockets and future computer networking for a 70m² room.

2.18 Radiators shall be provided to ensure an even distribution of heating throughout the Library/General Resource Area.

2.19 Lighting provision within each room shall be functional with switching provision allowing for separate control of perimeter lighting. Recessed & suspended light fittings should be avoided.

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2.20 A fire defence provision shall be provided in the form of a hand held extinguisher of a size and type suitable for use within the space. If required a fire blanket should also be provided.

2.21 The Library/General Resource Area may, from time to time, be used by the Special Tuition Teacher and the Teacher Counsellor for classes.

2.22 A conduit system for T.V/Audio with draw wires shall be provided. The outlet boxes should be complete with cover plates including jack outlets. Where a piped system is available locally, provision should be made for future connection.

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THE GENERAL PURPOSE ROOM

3.00 AREA LIMITS

GENERAL PURPOSE ROOM

3.01 *In schools of one & two Classrooms the General Purpose area shall be provided by increasing the size of one Classroom to 91m² inclusive of 6m² for 2 toilets.*

3.02 *In three and four Classroom schools inclusive, a General Purpose Room of 111m² inclusive of 6m² for two toilets shall be provided.*

3.03 *In schools of five to sixteen Classrooms inclusive, a General Purpose Room of 200m² maximum exclusive of toilets shall be provided.*

3.04 *In schools of seventeen Classrooms and over please refer to the Planning and Building Unit for guidance.*

SERVERY

3.05 *In schools of one to two Classrooms inclusive, the Servery is included as part of the 91m².*

3.06 *In three and four Classroom schools, a Servery of 7.5m² shall be provided in addition to the 111m²*

3.07 *In schools of five to sixteen Classrooms inclusive, a Servery of 9m² shall be provided in addition to the 200m².*

3.08 *In schools of seventeen Classrooms and over please refer to the Planning and Building Unit for guidance.*

EQUIPMENT STORAGE

3.09 *In schools of three and four Classrooms inclusive, an Equipment Store of 7.5m² shall be provided in addition to the 111m².*

3.10 *In schools of five to sixteen Classrooms inclusive, an Equipment Store of 15m² shall be provided in addition to the 200m².*

3.11 *In schools of seventeen Classrooms and over please refer to the Planning and Building Unit for guidance.*

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3.12 ***STAGE AREA***

In schools of one to sixteen Classrooms inclusive, an area for a demountable stage is included as part of the 91m², 111m² and 200m² respectively.

3.13 *In schools of seventeen Classrooms and over please refer to the Planning and Building Unit for guidance.*

GUIDANCE NOTES

3.14 The General Purpose Room should be designed to allow for community use outside of normal school hours without having to open the main part of the school to gain access.

3.15 The floor build-up and finish in the General Purpose Room should be suitable for the intended purpose and use of the room. Appropriate footwear should be worn by all users, which will not damage or mark the surface.

3.16 Toilet facilities (dealt with in Section 8) should be located near the General Purpose Room to facilitate their use by children and adults outside of normal school hours.

3.17 The General Purpose Room and Toilets should be accessible to all, which includes the visually and physically impaired.

3.18 A minimum floor to ceiling height of 4.2m should be provided taking into account an even distribution of natural light and natural ventilation across the whole floor area of the room.

3.19 Doors should be easy to open and close. Care should be taken in the design of the door; frame, and opening mechanism to eliminate injury to fingers etc, and adequate vision panels for small children should be considered.

3.20 Windows should be double glazed, easy to clean and maintain, and have permanent ventilation louvres in addition to opening sashes. The size, location and extent of opening sashes should be carefully considered in the context of the type of activities that will take place. Rooflights should also be considered to provide an even distribution of natural light. Glare must be avoided. Permanent vents and opening sashes should exceed the current guidelines set out in the Technical Guidance Documents to the Building Regulations.

3.21 The layout of the storage area should be based on sizes of equipment to be stored and should take access and ease of removal into account.

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3.22 Chairs used for adults should be capable of being stacked for storage. Where children's chairs are required these can be obtained from the Classrooms.

3.23 In the interests of safety sharp angles and projections should be omitted in the General Purpose Room.

3.24 The floor build-up and finish in the General Purpose Room should be suitable for the intended purpose and use of the room.

3.25 The mechanical & electrical services designs should take into account that there may be physical activities in the G.P Room. Separate heating and electrical zones should be provided; projecting radiators should be avoided; conduit, sockets etc. should not be within the activity zone; robust services and an adequate level of natural and artificial lighting should be provided.

3.26 Each General Purpose Room shall be provided with a public address talkback unit in schools with 12 or more approved teaching spaces.

3.27 The space heating system shall be designed to ensure an even distribution of heating throughout the General Purpose Room.

3.28 Lighting provision within the General Purpose Room shall be functional with switching provision allowing for separate control of artificial lighting, to complement varying levels of natural lighting within the hall. Recessed and pendant light fittings should be avoided. Light fittings should be robust and protected from damage during sport and play.

3.29 A fire defence provision shall be provided in the form of a hand held extinguisher of a size and type suitable for use within the space.

3.30 Four twin sockets suitably recessed shall be provided in the General Purpose Room.

3.31 The Servery shall be provided with two twin type sockets suitably located. The location should take account of the built-in worktops with socket heights chosen accordingly to enable safe connection of appliances. Mains drinking water should be provided at the sink. It should be clearly labelled as drinking water. Hot water, preferably from a central source, should be provided to all wash hand basins. Suitable anti-scald measures should be fitted to all hot water supplies.

3.32 A drinking fountain shall be provided internally adjacent to the General Purpose Room.

3.33 A conduit system for T.V/Audio with draw wires shall be provided. The outlet boxes should be complete with cover plates including jack outlets. Where a piped system is available locally, provision should be made for future connection.

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THE MULTI-PURPOSE ROOM

4.00 AREA LIMITS

MULTI-PURPOSE ROOM

4.01 *All schools shall be provided with a Multi-Purpose Room of 20m².*

GUIDANCE NOTES

4.02 This Multi-Purpose Room may be used as a

- A Medical Inspection Room (with a sick-bay facility sectioned off within the 20m²),
- A Psychologist's Room,
- Teacher /Parent Interview Room,
- A Special Tuition Room (depending on school size),
- Staff Room (depending on school size).

4.03 This room should ideally be located near the main entrance of the school and the administration area, in order to facilitate the uses specified above.

4.04 A high level of acoustic separation between adjoining spaces will be required to facilitate psychological assessments and hearing tests.

4.05 To facilitate medical inspections, the room should be provided with a sink, worktop, and storage presses. Mains drinking water should be provided at the sink. It should be clearly labelled as drinking water. Hot water, preferably from a central source, should also be provided. Suitable anti-scald measures should be fitted.

4.06 The design and layout of the room should facilitate eye and ear testing programmes.

4.07 The room may, from time to time be used as a Sick Bay and a section should be provided within the room for this, with space for a bed/bench.

4.08 The room design and layout should facilitate the provision of a desk and chair, and a suitable table and chairs for interviewing.

4.09 A floor to ceiling height of 3.150m is desirable, taking into account an even distribution of natural light and natural ventilation across the whole floor area of the room.

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4.10 Windows should be double glazed, easy to clean and maintain, and have permanent ventilation louvres in addition to high and low level opening sashes. Vents should contain baffles for noise, wind and rain. Permanent vents and opening sashes should exceed the current guidelines set out in the Technical Guidance Documents to the Building Regulations, and should be designed to suit the room environment having regard to the high levels of humidity generally.

4.11 Doors should be easy to open and close. Care should be taken in the design of the door; frame, and opening mechanism to eliminate injury to fingers etc, and adequate vision panels for small children should be considered.

4.12 Conduit ways for future computer networking should be provided in the room on the basis of one point adjacent to each electrical twin socket. These outlets should not be grouped.

4.13 Each Multi-Purpose Room shall be provided with a public address talkback unit in schools with 12 or more approved teaching spaces.

4.14 Radiators shall be provided to ensure an even distribution of heating throughout the room.

4.15 The Multi-Purpose Room shall be provided with four twin type sockets suitably located. The location should take account of built-in worktops with socket heights chosen accordingly to enable safe connection of appliances.

4.16 Lighting provision within the Multi Purpose Room shall be functional with switching provision allowing for separate control of artificial lighting, to complement varying levels of natural lighting. Recessed and pendant light fittings should be avoided.

4.17 A conduit system for T.V/Audio with draw wires shall be provided. The outlet boxes should be complete with cover plates including jack outlets. Where a piped system is available locally, provision should be made for future connection.

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ACCOMMODATION FOR SPECIALIST SUPPORT TEACHING

INTRODUCTION

In addition to the allocation of teaching assistants within Classrooms, there may be a number of other specialist teachers allocated by the Department on an individual needs basis. These can include Remedial Teachers, Resource Teachers, Support Teacher Projects, Home School Liaison Programmes, Breaking the Cycle, Early Start, Speech & Language, etc.

Some of these specialist teaching services such as Remedial Teachers will normally work in the Classroom alongside the teaching assistant. Occasionally it may be necessary to provide more intensive and focused tuition for the children in a separate smaller room, to be known as the Special Tuition Room.

For children with specific physical or mental ability needs dedicated accommodation may be required.

Where the Department has approved a specialist teacher allocation, the design should take account of the provisions in the table below

In special circumstances and where the requirement for specialist accommodation has been identified and approved, additional to the provisions outlined below, has been established, the Department will consider the provision of additional accommodation to meet the particular needs identified.

5.00 AREA LIMITS

SPECIAL TUITION

Where special tuition is approved for remedial teaching or speech & language teaching, the following provisions will apply:

5.01 *In one and two Classroom schools inclusive, the Multi-Purpose Room shall be used for Special Tuition.*

5.02 *In three to sixteen Classrooms schools inclusive, where approved Special Tuition is provided on a permanent or part-time basis, a Special Tuition Room of 25m² shall be provided.*

5.03 *In schools of seventeen Classrooms and over please refer to the Planning and Building Unit for guidance.*

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SPECIAL NEEDS

Where a full time Resource Teacher or a full time Teacher from the Learning Support Scheme is assigned to teach pupils with special needs, for example pupils with visual impairments, hearing impairments, mental handicap, Downs Syndrome, etc., the following accommodation shall be provided:

5.04 *In schools up to sixteen Classrooms inclusive, a standard size Classroom of 70m² shall be provided.*

Suitable sanitary facilities shall be provided appropriate to the needs of the users within the Classroom, and in consultation and agreement with the Planning & Building Unit.

5.05 *In schools of seventeen Classrooms and over please refer to the Planning and Building Unit for guidance.*

HOME SCHOOL LIAISON

5.06 *In schools where a full time approved Home School Community Liaison Teacher is appointed, an area of 70m² shall be provided for the Home School Liaison Programme. The sub-division of this area into more than one room/space is a matter for the School Management in discussion with the Department and must be agreed before architectural planning commences.*

5.07 *Where no approved Home School Liaison Service exists, the Department will consider a case for the provision of a Parents Room in the following circumstances:*

- *The School Management can clearly demonstrate the special need for such a room,*
- *It is clear that the requirements of the parents cannot be met by using the existing ancillary accommodation in the school,*
- *It is clear that a Parents Room would receive full capacity utilisation,*

The floor area of a Parents Room will be determined by the Department before architectural planning commences.

5.08 ## OTHER

Where other approved specialist teachers are appointed to a school, the accommodation requirement should be catered for within existing teaching and ancillary spaces. In special circumstances and where a demonstrable need for specialist accommodation, additional to the provisions outlined, has been

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established, the Department will consider the provision of additional accommodation to meet the particular needs identified.

GUIDANCE NOTES

5.09 The Special Tuition Room should be located near the Multi-Purpose Room.

5.10 The orientation of the Specialist Teaching rooms, and their location relative to the development of the external environment, must be considered by the Design Team in the planning of the building.

5.11 In designing the Specialist Teaching rooms due consideration should be given to the room furniture layout so that a number of flexible layout options are available for consideration and discussion with the School Management.

5.12 If a Resource Teacher or Special Tuition Teacher spend only a minimum amount of time in the school, they should be accommodated in the Library/General Resource Room or the Multi-Purpose Room.

5.13 In all instances the Specialist Teachers will use the Multi-Purpose Room as his/her office when necessary. Confidential documents should be kept in the General Office.

5.14 The Home School Liaison Room will be used for group based teaching activities, parent meetings, relaxation, discussion groups, etc. The space should be divided into a small work area with table and chairs, and soft furnishings with easy chairs and coffee tables, shelving etc. It should be fitted out with a small worktop and sink with drinking and hot water. Hot & cold water services including wastes shall be provided for a washing machine, fridge etc.

5.15 The Home School Liaison Room should be located near the entrance and be capable of being used outside of normal school hours.

5.16 Staff toilets should be available for use with the Home School Liaison Room to facilitate use outside of normal school hours.

5.17 A floor to ceiling height of 3.150m is desirable, taking into account an even distribution of natural light and natural ventilation across the whole floor area of the room.

5.18 Windows should be double glazed, easy to clean and maintain, and have permanent ventilation louvres in addition to high and low level opening sashes. Sizes of permanent vents and opening sashes should exceed the current guidelines set out in the Technical Guidance Documents to the Building Regulations, and should be designed to suit the class

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environment having regard to the high levels of humidity generally in Classrooms.

5.19 The position and size of opening window sashes must take ease of operation into account and maintain an adequate level of safety, i.e. avoid sashes opening dangerously over adjacent paths at ground floor level, use restrictors where necessary, etc.

5.20 The positions of chalkboards; white and green boards, and pinboards should be determined at design stage and the location of surface mounted services should not conflict with the position of these boards.

5.21 Doors should be easy to open and close. Care should be taken in the design of the door; frame, and opening mechanism to eliminate injury to fingers etc, and adequate vision panels for small children should be considered.

5.22 Storage for confidential documents and files for the Specialist Teachers listed above shall be provided in the General Office.

5.23 Conduit ways for future computer networking should be provided on the basis of one point adjacent to each electrical twin socket. These outlets should not be grouped.

5.24 Each specialist teacher Classroom shall be provided with a public address talkback unit in schools with 12 or more approved teaching spaces.

5.25 Radiators shall be provided to ensure an even distribution of heating throughout the Classroom.

5.26 Each specialist Classroom shall be provided with four twin sockets individually located for safe connection.

5.27 Where it is agreed to provide a sink unit, mains drinking water should be provided at the sink. It should be clearly labelled as drinking water. Cold water from the central storage tank and hot water, preferably from a central source, should be provided to all wash hand basins. Suitable anti-scald measures should be fitted to all hot water supplies.

5.28 Lighting provision within each room shall be functional with switching provision allowing for separate control of perimeter lighting. Recessed & suspended light fittings should be avoided.

5.29 A conduit system for T.V/Audio with draw wires shall be provided for each teaching space. The outlet boxes should be complete with cover plates including jack outlets. Where a piped system is available locally, provision should be made for future connection.

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SCHOOL ADMINISTRATION

6.00 AREA LIMITS

GENERAL OFFICE

6.01 *In schools of one to seven Classrooms inclusive, a General Office of 15m² shall be provided.*

6.02 *In schools of eight Classrooms and upwards a General Office of 30m² shall be provided.*

PRINCIPAL'S OFFICE

6.03 *In schools of eight Classrooms and upwards, a Principal's Office of 15m² shall be provided.*

GUIDANCE NOTES

6.04 The General Office should be located adjacent to the main entrance of the school, in the interests of security and control, visual and otherwise.

6.05 The Principal's Office should be located near the General Office but need not be accessed directly from it. It should afford the Principal a level of security and seclusion from visitors.

6.06 Adequate acoustic separation of the General Office and Principal's Office from adjacent rooms, circulation, etc., must be provided.

6.07 The design of the General Office should facilitate the following: a photocopier, general filing, filing cabinets, roll books, confidential documentation storage, Public Address System, P.C.'s, etc.

6.08 A floor to ceiling height of 3.150m is desirable, taking into account an even distribution of natural light and natural ventilation across the whole floor area of the room.

6.09 Conduit ways for future computer networking should be provided on the basis of one point adjacent to each electrical twin socket. These outlets should not be grouped.

6.10 Radiators shall be provided to ensure an even distribution of heating throughout the Classroom.

6.11 Each office shall be provided with four twin sockets located with the agreement of the school authorities to allow for the safe connection of the identified equipment.

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6.12 Lighting provision within each room shall be functional with switching provision allowing for separate control of perimeter lighting.

6.13 A fire defence provision shall be provided in the form of a hand held extinguisher of a size and type suitable for use within the space. If required a fire blanket should also be provided.

6.14 A Door Control Mechanism shall be provided on the main entrance door operated via the administration office or principal's Classroom. The control mechanism shall be located so that visual contact between the controller and the door is possible.

6.15 A panic alarm point shall be provided in these rooms linked to the intruder alarm system (if one is to be provided).

6.16 A PABX system shall be installed in the general office, and be capable of taking a minimum of three exchange lines and extension to the Principal's Office of Classroom, Staff Room, and Administration Office (if provided). Telephone lines shall be housed in independent conduit systems. Connection charges will form part of the project cost.

6.17 Windows should be double glazed, easy to clean and maintain, and have permanent ventilation louvres in addition to high and low level opening sashes. Vents should contain baffles for noise, wind and rain. Permanent vents and opening sashes should exceed the current guidelines set out in the Technical Guidance Documents to the Building Regulations, and should be designed to suit the room environment.

6.18 The position and size of opening window sashes must take ease of operation into account and maintain an adequate level of safety, i.e. avoid sashes opening dangerously over adjacent paths at ground floor level; use restrictors where necessary, etc.

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THE TEACHERS/STAFF ROOM

7.00 AREA LIMITS

TEACHERS/STAFF ROOM

7.01 *In schools of one to four Classrooms inclusive, the Multi-Purpose Room shall be used as a Teachers/Staff Room.*

7.02 *In schools of five to seven Classrooms inclusive, a room of 20m² shall be provided for Staff.*

7.03 *In schools from eight to sixteen Classrooms inclusive, a room of 35m² shall be provided for Staff.*

7.04 *In schools of seventeen Classrooms and over please refer to the Planning and Building Unit for guidance.*

GUIDANCE NOTES

7.05 The Teachers/Staff Room may be located adjacent to the Administration Area. It may also be located so as to overlook the play areas for supervision purposes.

7.06 It should be located near the reception/general office area. Members of the public should not be able to gain direct access to this room without first reporting to the reception.

7.07 It should be fitted out with a worktop and sink. Mains drinking water, clearly labelled as drinking water, should be provided at the sink with hot water, preferably from a central source. Suitable anti-scald measures should be fitted to all hot water supplies.

7.08 Two twin sockets should be provided for a microwave; fridge; hob.

7.09 A floor to ceiling height of 3.150m is desirable, taking into account an even distribution of natural light and natural ventilation across the whole floor area of the room.

7.10 Windows should be double glazed, easy to clean and maintain, and have permanent ventilation louvres in addition to high and low level opening sashes. Vents should contain baffles for noise, wind and rain. Permanent vents and opening sashes should exceed the current guidelines set out in the Technical Guidance Documents to the Building Regulations, and should be designed to suit the room environment.

7.11 The position and size of opening window sashes must take ease of operation into account and maintain an adequate level of safety, i.e.

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avoid sashes opening dangerously over adjacent paths at ground floor level; use restrictors where necessary, etc.

7.12 The emphasis on the design and furniture layout is relaxation and an area with easy chairs etc., should be provided.

7.13 Provision for a staff telephone should be included.

7.14 The room should not be used for the storage of sensitive materials etc. These should be stored in the General Office.

7.15 The Teachers/Staff Room shall be provided with a public address talkback unit in schools with 12 or more approved teaching spaces.

7.16 Radiators shall be provided to ensure an even distribution of heating throughout the Teachers/Staff Room.

7.17 Each Teachers/Staff Room shall be provided with four twin sockets individually located for safe connection. These are in addition to sockets for fridge, etc. Conduit ways for future computer networking should be provided adjacent to them.

7.18 Lighting provision within each room shall be functional with switching provision allowing for separate control of perimeter lighting.

7.19 A fire defence provision shall be provided in the form of a hand held extinguisher of a size and type suitable for use within the space. If required a fire blanket should also be provided.

7.20 A panic alarm point shall be provided in the Teachers/Staff Room linked to the intruder alarm system (if one is to be provided).

7.21 A conduit system for T.V/Audio with draw wires shall be provided. The outlet boxes should be complete with cover plates including jack outlets. Where a piped system is available locally, provision should be made for future connection.

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SANITARY FACILITIES

8.00 AREA LIMITS

CLASSROOMS

8.01 *Each Classroom shall have two w.c.'s and w.h.b.'s as an en-suite facility, total area of 6m² per Classroom.*

STAFF

8.02 *In one and two Classroom schools inclusive, 1 w.c. shall be provided which should be a unisex, universal toilet, suitable for disabled use and containing a shower facility.*

8.03 *In schools from three to seven Classrooms inclusive, 2 w.c.'s to be provided one of which should be a unisex universal toilet, suitable for disabled use with a shower facility.*

8.04 *In eight to sixteen Classrooms inclusive, 3 w.c.'s to be provided one of which should be a unisex universal toilet suitable for disabled use, with a shower facility.*

8.05 *In schools of seventeen Classrooms and over please refer to the Planning and Building Unit for guidance.*

GENERAL PURPOSE ROOM

8.06 *In schools with the 91m² & 111m² General Purpose Rooms, two w.c.'s; and w.h.b.'s shall be provided within the above floor areas, and suitable for use by adults and children. For the General Purpose Room in schools from five to sixteen Classrooms inclusive, four w.c.'s; and w.h.b.'s shall be provided in addition to the floor area of the General Purpose Room, and suitable for use by adults and children*

8.07 *In schools of seventeen Classrooms and over please refer to the Planning and Building Unit for guidance.*

8.08 *At least one of the w.c.'s above should be accessible to all, i.e. the visually and physically impaired.*

GUIDANCE NOTES

8.09 All sanitary facilities in the school, other than those in classrooms, should be available for staff use at peak times.

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8.10 Toilets should be located on an external wall and shall be adequately and naturally ventilated to the external air directly or ducted. This shall be in addition to any openable window.

8.11 Lobbies to all toilets must be adequately naturally ventilated to the external air.

8.12 En-suite toilets in Classrooms should have adequate space for disposable hand towels and a refuse bin.

8.13 The provision for hand drying facilities shall be paper towel or cotton linen towels. Hand dryers are not permitted. Provision for the disposal of paper towel shall be allowed for.

8.14 Toilets for use by the disabled should be capable of accommodating a changing bench and a lifting hoist. The room should be sized accordingly.

8.15 Staff or General Purpose room toilets should be available for use by the general public visiting or using the school facilities.

8.16 Toilets associated with the General Purpose room should be available for use by the children when using the hard play and grassed areas.

8.17 A non slip tile floor shall be provided in all w.c. areas with suitable coved tile skirting.

8.18 Cold water from the central storage tank and hot water, preferably from a central source, should be provided to all wash hand basins. Suitable anti-scald measures should be fitted to all hot water supplies.

8.19 Bowl urinals should not be specified.

8.20 Doors should be easy to open and close. They may be undercut to assist air movement. Door transfer grilles are not permitted. Care should be taken in the design of the door, frame, and opening mechanism to eliminate injury to fingers etc.

8.21 A disabled person's alarm shall be provided in the disabled person's toilet, comprising a pull chord with an audio unit located outside the room.

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STORAGE

9.00 AREA LIMITS

CLASSROOMS

9.01 *A floor area of 7.5m² per Classroom shall be designated as Storage.*

Please refer to the section on the Classroom & Class Storage for further guidance.

GENERAL PURPOSE ROOM

9.02 *In one and two Classroom schools, the equipment storage is deemed part of the 91m² floor area.*

9.03 *In schools of three to four Classrooms inclusive, an equipment store of 7.5m² shall be included in addition to the 111m².*

9.04 *In schools of five to sixteen Classrooms inclusive, an equipment store of 15m² shall be provided in addition to the 200m².*

Please refer to the section on General Purpose Room, Servery, & Storage for further details.

OTHER

In addition to the above the following shall apply to all schools:

9.05 *From one to three Classrooms inclusive, 10m² General Utility Storage shall be provided.*

9.06 *In four to sixteen Classrooms inclusive, 25m² General Utility Storage shall be provided.*

9.07 *In schools of seventeen Classrooms and over please refer to the Planning and Building Unit for guidance.*

GUIDANCE NOTES

9.08 Storage associated with the General Purpose Room is deemed to include P.E. Equipment such as mats, vaults, chairs, etc. General Utility Storage is deemed to include such items as books, stationery and office supplies, cleaning equipment, gardening equipment, audio/video etc. The number and type of stores to be provided shall be agreed in discussions with the school before architectural planning commences.

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9.09 Storage may be provided in dedicated storage rooms, or in presses associated with the space.

9.10 The General Utility Storage areas given above may be grouped together or spread over a range of uses to be decided on by the school and agreed by the Department.

9.11 Storage areas that contain chemicals cleaning agents etc. must be suitable for the intended purpose provide adequate security and be properly ventilated.

9.12 Where a Safe Store or Secure Store is to be provided the door and frame should be of a sufficient standard to safeguard the contents, i.e. steel sheeted security door and frame. It should not be on an external wall and should have suitable security protection to floors, walls, and ceiling. The level of physical protection should take into consideration the presence or otherwise of a monitored intruder alarm system.

9.13 Provision of low temperature protection in stores should be provided via distributor pipes or pipe coils only. Radiators are not to be located in stores.

9.14 Lighting provision should reflect the use of the space.

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THE BOILERHOUSE

10.00 AREA LIMITS

NEW SCHOOLS

10.01 In schools of one to four Classrooms inclusive, an area of 9m² (3.0 x 3.0) should be provided for a boilerhouse.

10.02 In schools of five to twelve Classrooms inclusive, an area of 12.25m² (3.5 x 3.5) should be provided for a boilerhouse.

10.03 In schools of twelve to sixteen Classrooms inclusive, an area of 16m² (4.0 x 4.0) should be provided.

10.04 In schools of seventeen Classrooms and over the boilerhouse requirements will be subject to design guidance from the Technical Section of the Planning & Building Unit.

10.05 **EXISTING SCHOOLS**
In existing schools the Department will provide guidance on the matter.

GUIDANCE NOTES

10.06 Central Plant areas should be located so as to provide for economic distribution of services. Boiler Plant room and switchrooms should not be located at the periphery of the building or as an annex.

10.07 Designers should refer to the Technical Section of the Planning & Building Unit for specific design advice regarding mechanical & electrical services.

10.08 This area should be protected by the intruder alarm system if one is provided.

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CIRCULATION & SOCIAL SPACE

11.00 AREA LIMITS

NEW SCHOOLS & EXTENSIONS TO EXISTING

11.01 *Circulation and Social Areas are generally calculated on the basis of 18% of the total area of teaching and non-teaching space within the internal face of the external walls of the school. Boilerhouses/switchrooms are excluded from the calculation. Any difference to the area limit above must be agreed by the Department in writing before detailed architectural planning begins.*

GUIDANCE NOTES

11.02 The school main entrance area should have a strong sense of arrival and space.

11.03 Internal signage should be clearly visible to all users. Particular regard should be paid to signage for students with special needs

11.04 Corridor should be a minimum of 1800mm clear in width. The 1800mm clear width applies from the face of any storage/lockers etc. in the corridors.

11.05 All areas at ground floor level should be accessible to all building users.

11.06 Where design proposals involve buildings of two or more storeys and providing that:

- The floor area is below the recommended floor area requiring the provision of a lift set down in the Technical Guidance Document to Part M of the Building Regulations, and
- The same range of accommodation for all building users is available at ground floor level also,

a lift will not normally be required.

11.07 Where a lift and suitable fire escape refuges are to be provided and funded by the Department, the Design Team shall consult with the Planning & Building Unit regarding specific advice on lift types etc.

11.08 Designers should make use of natural lighting, space and colour in the circulation areas.

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11.09 Floor and wall finishes should be appropriate for the school's needs and location; durable finishes should be specified.

11.10 Draught-proof lobbies should be provided at the main entrance.

11.11 Stairs should have threads, risers, and balustrading, etc in accordance with Technical Guidance Document to Part K of the Building Regulations and appropriate for use by young children.

11.12 Doors should be easy to open and close. Care should be taken in the design of the door; frame, and opening mechanism to eliminate injury to fingers etc, and adequate vision panels for small children should be considered.

11.13 Windows should be double glazed, easy to clean and maintain, and have permanent ventilation louvres in addition to high and low level opening sashes. Vents should contain baffles for noise, wind and rain. Permanent vents and opening sashes should exceed the current guidelines set out in the Technical Guidance Documents to the Building Regulations. Rooflights may be considered.

11.14 The position and size of opening window sashes must take ease of operation into account and maintain an adequate level of safety, i.e. sashes opening dangerously over adjacent paths at ground floor level; use restrictors where necessary, etc.

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HARDPLAY AREAS & BALLCOURTS

12.00 AREA LIMITS

12.01 *In schools of one to eight Classrooms inclusive, 785m² of hard play area, consisting of one ballcourt of 585 m² and one junior play area of 200 m² shall be provided.*

12.02 *In schools of nine to twelve Classrooms inclusive, 1,470m² of hard play area, consisting of two ballcourts each 585 m² and one junior play area of 300m² shall be provided.*

12.03 *In schools of thirteen to sixteen Classrooms inclusive, 1,600m² of hard play area, consisting of two ballcourts and one junior play area of 430m² shall be provided.*

12.04 *In schools of seventeen Classrooms and over please refer to the Planning and Building Unit for guidance.*

GUIDANCE NOTES

12.05 The area of hard play above is inclusive of ballcourts and junior play.

12.06 The ballcourt area is 585 m² (18.228 x 30.004) approx. It should have a 1m run-off space around the playing area and shall be properly graded, drained and appropriately lined. A 2.5m high plastic coated chain link fence around the courts, with lockable access gates should be provided.

12.07 Separation of Junior and Senior hard play areas should be agreed in discussion between the school and the Department.

12.08 The location of the hard play area should be considered in the context of future expansion of the school in order to eliminate disruption and rebuilding at a later stage.

12.09 Where site area and configuration permits, an area should be reserved suitable for use as a practice playing field. The levelling and preparation of this area for use as a pitch is not part of this brief and the cost of such work should not be included in the Project costs.

12.10 The hard play area specified above is exclusive of paths, roads, etc.

12.11 The location of play areas shall be integrated into the external environmental education plan.

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12.12 Adequate surface water drainage shall be provided from all hardplay areas, ballcourts etc., without compromising the safety of the user during play.

12.13 Hardplay areas may be designed to cater for occasional use as overflow carparking and should be located adjacent to the external vehicular circulation.

12.14 In an existing school, the existing Hard Courts should be retained where possible. If additional courts are required, the cost of these courts should be assigned to the External Works Allowance.

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CARPARKING AND SET-DOWN/PICK-UP AREA

13.00 AREA LIMITS

13.01 *In schools of one to seven Classrooms inclusive, 1 car parking space per teacher and 2 additional space shall be provided.*

13.02 *In schools of eight to eleven Classrooms inclusive, 1 car parking space per teacher and 4 additional spaces shall be provided.*

13.03 *In schools of twelve to sixteen Classrooms inclusive, 1 car parking space per teacher and 5 additional spaces shall be provided.*

13.04 *In schools of seventeen Classrooms and over please refer to the Planning and Building Unit for guidance.*

13.05 *The parking allocations set out above include at least one space for persons with mobility or visual impairments.*

GUIDANCE NOTES

13.06 Designers should, whenever possible and with due regard for health and safety, consider hard play area as a potential overflow car park for use in exceptional circumstances.

13.07 All playing areas shall be marked out and lined.

13.08 Adequate surface water drainage must be provided from all hardplay areas.

13.09 Bus and car set-down and pick-up areas should be designed so that the relevant area may be ceded to the local authority upon completion. Pedestrian access should be kept separate from traffic movements in the interests of safety.

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SITE AREA, SITE LANDSCAPING & BOUNDARIES

14.00 AREA LIMITS

14.01 **The following site areas are shown as a guideline only. The area required will depend on the shape of the site, site access, availability of site utilities, and the capacity of the site to meet the criteria set out in the guidelines that follow:**

14.02

School Size	Area in Hectares	Area in Acres
School with **1 - 3** class units	0.60	1.5
School with **4** class units	0.71	1.75
School with **5** class units	0.81	2.0
School with **6** class units	0.91	2.25
Schools with **7 to 9** class units	1.01	2.5
Schools with **10** and **11** class units	1.12	2.75
Schools with **12** to **31** class units	1.22	3.0
School with **32** class units.	2.03	5.0

GUIDANCE NOTES

The following guidelines should be used in site selection.

14.03 A flexible approach should be used in terms of

- future expansion of the school,
- car parking / pick up & set down areas etc.,
- ballcourt and hard play areas,
- soft play areas,
- landscaping.

14.04 Sites should generally meet the following criteria:

- be of regular shape,
- be reasonably level,
- have good road frontage,
- be without obstruction,
- have reasonable space for developing a set-down/pick-up area.

14.05 In assessing site suitability, the location and adequacy of public utilities, which include Gas, Mains Water, Telecom, Electricity, Foul & Surface Water drains, and the cost of connecting into them, shall be taken into account

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14.06 Site purchase should not be concluded until a Grant of Permission (outline or full) for the proposed development together with any conditions attached has been submitted to and approved by the Department.

14.07 Provision should be made for the preparation and landscaping of the area around the school and between the school and the site entrance. Such landscaping should be simple, cost effective and easy to maintain. The Design Team should consider the natural paths and routes through the site to the school entrances in determining the appropriate location and the extent of paths provided. Large areas of hard landscaping should be avoided.

14.08 Design Teams should consider the design of landscaping elements to promote more imaginative play and complement the teaching environment in their design proposals. External space for planting, weather recording, sundials etc., should all be explored.

14.09 An allowance for planting of trees and shrubs should be made. Such shrubs and trees should help define the site boundaries and external circulation routes, and should be hardy, durable and low maintenance.

14.10 In a new school site, the cost of the main entrance gates and front boundary treatment is included in the External Works Allowance. The provision of other boundary fencing and walls does not form part of the External Works Allowance. Where for security reasons, boundary protection is required, the cost should be minimised, subject to the suitability of the boundary treatment for the location. If such boundary protection is still required, the nature, cost and scope of the works should be indicated at the earliest stage and a submission made to the Department justifying the additional cost of such works.

END

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